

**Syllabus
for
2-years of Four Semesters
M.A. in PHILOSOPHY
NEP 2020**



(Effective from the Academic Year 2026– 2027 and onwards)

**Department of
PHILOSOPHY
Bankura University
Bankura**

For the 2-Year Post Graduate Programme

Curricular Components	2 Year PG Programme (Generic and Professional)					
SEMESTER I						
Course Code	Course Title		Credit	Marks	Total Credits	
	1.Textual Study I: Nyaya Sutra, (DSC)		4	50	20	
	2. Textual Study II: Sankhyakarika (DSC)		4	50		
	3. Textual Study III: Critique of Pure Reason (DSC)		4	50		
4. Course Elective (DSE)	Group I Prācīna Nyāya		4	50		
	Group II Advaita Dvaita, Dvaitādvaita, Suddhādvaita Metaphysics					
	Group III Applied Ethics in Indian Context					
	Group IV Western LOGIC I					
	Group V Classical Sāṃkhya					
	Group VI Philosophy of Mind & Philosophy of Cognitive Science-I					
	Group VII Buddhism -The Development of Buddhist Philosophical Thoughts in India and Abroad & Buddhist Metaphysics					
	Group VIII Social and Political Thought: Indian					
5. Course Elective (DSE)	Group I Navya Nyāya		4	50		
	Group II Advaita Viśiṣṭādvaita and Acintyavedāveda Epistemology					
	Group III Applied Ethics in Western Context					
	Group IV Western LOGIC II					

		Group V Later Sāṃkhya & Patañjali Yoga				
		Group VI Philosophy of Mind & Philosophy of Cognitive Science-II				
		Group VII Buddhist Epistemology, Logic and Ethics				
		Group VIII Social and Political Thought: Western				
n						
		1. Metaphysics Indian & Western (DSC)	4	50	20	
		2. Ethics Indian & Western (DSC)	4	50		
	3. Course Elective (DSE)	Group IX Philosophy of Technology and AI-I	4	50		
		Group X Philosophy of Science I				
		Group XI Philosophy and Mental Health I				
		Group XII Environmental Philosophy and Crisis Managements I				
		Group XIII Philosophy of Digital Society I				
		Group XIV Gender studies I				
		Group XV Tribal Knowledge Systems and Indigenous Philosophy I				
		Group XVI Philosophy of Neuroscience I				
	4. Course Elective (DSE)	Group IX Philosophy of Technology and AI-II	4	50		
		Group X Philosophy of Science II				
		Group XI Philosophy and Mental Health II				
		Group XII Environmental Philosophy and Crisis				

		Managements II				
		Group XIII Philosophy of Digital Society II				
		Group XIV Gender studies II				
		Group XV Tribal Knowledge Systems and Indigenous Philosophy II				
		Group XVI Philosophy of Neuroscience II				
	5. Philosophy and Sustainable Development Interdisciplinary Course (GE)	4	50			
	6. Comparative Philosophy and IKS Non-Credit Course I skill Based/ application oriented/ Field work	2	25			
SEMESTER III						
	1. Epistemology Indian & Western (DSC)	4	50	20		
	2. Logic Indian & Western (DSC)	4	50			
	3. Research Methodology	4	50			
	4. Research thesis/ Project/ Patent	8	100			
SEMESTER IV						
	1.Contemporary Indian & Western Thought (DSC)	4	50	20		
	2. Philosophy of Language (Indian and Western) (DSC)	4	50			
	3. Philosophy and Community Development Non-Credit Course II :skill Based/ application oriented/ Field work	2	25			
	4. Dissertation	12	150			
			1000	80		

- Note:** 1. Non Credit Course equivalent to 2 Credits
2. It was resolved that the curriculum shall mandatorily include Discipline-Specific Courses (DSC), Discipline-Specific Electives (DSE), Generic Electives (GE – Interdisciplinary), and Skill-Based Courses (Non-Credit) in accordance with the applicable academic regulations and the NEP framework.

Semester I

MAJOR COURSE

COURSE CODE:

COURSE TITLE: Textual Study I: *NYĀYA SŪTRA* WITH COMMENTARY OF VĀTSĀYANA (VOL-1, ĀHNIKA: I) (Marks: 50) (60 Hours)

CREDIT: 4

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of two questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(5x2=10, 4x5=20 and 1x10=10; Grand total: 40 marks)

COURSE OBJECTIVE:

This course aims to introduce students to the foundational principles of the Nyāya tradition through a systematic study of the Nyāya Sūtra and the commentary of Vātsyāyana, with special emphasis on its place within the Indian Knowledge Systems (IKS) framework. It seeks to develop a comprehensive understanding of Indian epistemology (Pramāṇa-śāstra), and its contribution to rational thinking, intellectual inquiry, and scientific reasoning in the Indian tradition.

Students will gain insight while engaging with original Sanskrit texts and philosophical discussions through Vātsyāyana's interpretative methodology and its significance in the development of Indian philosophy.

COURSE OUTCOME:

Upon successful completion of the course, students will be able to explain the historical development, fundamental concepts, and philosophical foundations of the Nyāya school within the framework of Indian Knowledge Systems (IKS); interpret and analyze selected portions of the Nyāya Sūtra and the commentary of Vātsyāyana through appropriate philosophical and textual authentic methods which will eventually leads towards the comprehensive understanding of the Nyāya theory of knowledge (Pramāṇa)

Students will also develop skills in textual interpretation, analytical reasoning, argumentation, and scholarly engagement with classical Sanskrit philosophical literature; appreciate the continuing relevance of Nyāya thought for contemporary knowledge systems, ethical discourse, and interdisciplinary studies; and effectively articulate and defend philosophical positions through reasoned argument grounded in Nyāya principles.

Text: *Nyāya Sūtra* with Commentary of Vātsyāyana (Vol-1, *Āhnika*: 1)

- *Nyāya-Sūtras of Gautama with Vātsyāyana Bhāṣya* (Ganganatha Jha)
- *Nyāya-Sūtras of Gautama with Vātsyāyana Bhāṣya* (Panchanan Tarkaratna)
- Chatterjee & Datta, *An Introduction to Indian Philosophy*

Dasgupta, *A History of Indian Philosophy*, Vol. I

MAJOR COURSE**COURSE CODE:**

COURSE TITLE: Textual Study II: *SĀṂKHYAKĀRIKĀ* WITH *SĀṂKHYA TATTVAKAUMUDĪ* (*KĀRIKĀ*-S: 1-22) (Marks: 50) (60 Hours)

CREDIT: 4

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of two questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks.

(5x2=10, 4x5=20 and 1x10=10; Grand total: 40 marks)

COURSE OBJECTIVE:

This course aims to introduce students to the fundamental principles of the Sāṃkhya system of Indian philosophy through a close study of selected Kārikās (1–3 and 9–22) of the Sāṃkhyakārikā along with the explanatory insights of Vācaspati Miśra in the Sāṃkhya Tattvakaumudī. In accordance with the vision of NEP 2020, the course seeks to promote a deeper understanding of India's intellectual heritage by exploring the Sāṃkhya theory of causation, the nature and sources of knowledge, the concepts of Prakṛti and Puruṣa, and the evolution of the twenty-five tattvas. It aims to develop critical, analytical, and reflective thinking through engagement with classical philosophical texts and their commentarial traditions. The course further encourages interdisciplinary learning by relating Sāṃkhya concepts to contemporary discussions in philosophy, psychology, cognitive studies, environmental thought, and consciousness studies. Through textual analysis and philosophical inquiry, students will cultivate interpretative skills, logical reasoning, ethical awareness, and an appreciation of indigenous knowledge systems, thereby contributing to the holistic, multidisciplinary, and value-based educational goals envisioned in NEP 2020.

COURSE OUTCOME:

Upon successful completion of the course, students will be able to explain the fundamental concepts and philosophical foundations of the Sāṃkhya system within the framework of Indian Knowledge Systems; interpret and analyze selected portions of the Sāṃkhyakārikā and the Sāṃkhya Tattvakaumudī; demonstrate an understanding of key doctrines such as Prakṛti, Puruṣa, Satkāryavāda, and the twenty-five tattvas; critically examine theories of causation, knowledge, and liberation; assess the contribution of Sāṃkhya philosophy to Indian intellectual and psychological traditions; relate its insights to contemporary academic disciplines; develop analytical, interpretative, and critical-thinking skills through textual study; and appreciate the relevance of Sāṃkhya thought for holistic education, ethical development, self-awareness, and interdisciplinary learning in alignment with the vision of NEP 2020.

Text: SāṃkhyaKārikā with Samkhya Tattvakaumudī(Kārikā-s1-3 & 9-22)

Sāṃkhyakārikā

- Īśvarakṛṣṇa. *Sāṃkhyakārikā*. Trans. and comm. Swami Hariharānanda Āraṇya. Kolkata: West Bengal State Book Board.
- Īśvarakṛṣṇa. *Sāṃkhyakārikā with Sāṃkhya Tattvakaumudī*. Ed. and Bengali trans. Pañcānana Tarkaratna. Kolkata: Sanskrit Pustak Bhandar.
- Vācaspati Miśra. *Sāṃkhya Tattvakaumudī*. Various editions with Bengali commentary. Kolkata: Sanskrit Book Depot / Sanskrit Pustak Bhandar. Sharma, Ram Shankar Bhattacharya, editor and translator. *Sāṃkhyakārikā of Īśvarakṛṣṇa with the Tattvakaumudī of Vācaspati Miśra*. Motilal Banarsidass, 1970.
- Īśvarakṛṣṇa. *Sāṃkhyakārikā*. Translated by Gerald James Larson, in *Classical Sāṃkhya: An Interpretation of Its History and Meaning*. Motilal Banarsidass, 2014.
- Vācaspati Miśra. *Sāṃkhya-Tattva-Kaumudī*. In *Sāṃkhyakārikā of Īśvarakṛṣṇa with Tattvakaumudī Commentary*, edited by Ram Shankar Bhattacharya, Motilal Banarsidass, 1970.
- *Sāṃkhyakārikā of Īśvarakṛṣṇa with the Tattvakaumudī of Vācaspati Miśra* (ed. and trans. Ram Shankar Bhattacharya).
- *Classical Sāṃkhya* by Gerald James Larson.

MAJOR COURSE(DSC)**COURSE CODE:**

COURSE TITLE: Textual Study III: CRITIQUE OF PURE REASON: IMMANUEL KANT (PREFACE TO TRANSCENDENTAL AESTHETICS) (Marks: 50) (60 Hours)

CREDIT: 4

MODE OF EVALUATION: Continuous evaluation will comprise an internal assessment of 10 (ten) marks and an end semester examination of 40 (forty) marks.

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: Out of eight questions, students are required to attempt five short questions each of two marks, out of six questions, students are required to attempt four descriptive type questions each of five marks and out of two questions, students will have to answer one essay type question of ten marks. In all it comes to forty marks. (5x2=10, 4x5=20 and 1x10=10; Grand total: 40 marks)

COURSE OBJECTIVE:

This course aims to introduce students to the foundational ideas of Immanuel Kant as presented in the Preface and the section on Transcendental Aesthetics of the Critique of Pure Reason. The course seeks to develop a critical understanding of Kant's epistemological project, particularly his inquiry into the nature, limits, and conditions of human knowledge. It explores key concepts such as a priori and a posteriori knowledge, analytic and synthetic judgments, space and time as forms of sensibility, and the role of human cognition in the constitution of experience.

In alignment with the objectives of NEP 2020, the course encourages analytical reasoning, conceptual clarity, intellectual curiosity, and reflective thinking through engagement with a seminal text of modern Western philosophy. It fosters the ability to examine complex philosophical arguments, evaluate competing perspectives, and relate Kant's insights to contemporary discussions in philosophy, cognitive science, psychology, and interdisciplinary studies. The course further aims to cultivate academic rigor, ethical intellectual inquiry, effective communication, and a comparative understanding of global philosophical traditions, thereby contributing to the holistic, multidisciplinary, and critical-learning goals envisioned in NEP 2020.

COURSE OUTCOME:

Upon successful completion of the course, students will be able to explain the significance of Immanuel Kant's critical philosophy and analyze the major arguments presented in the Preface and Transcendental Aesthetics of the Critique of Pure Reason. They will develop a clear understanding of key epistemological concepts such as a priori and a posteriori knowledge, analytic and synthetic judgments, and the notions of space and time as forms of intuition. Students will be able to critically examine the conditions and limits of human knowledge, apply philosophical reasoning to contemporary intellectual problems, and engage in comparative analysis between Kantian epistemology and Indian philosophical traditions within the framework of Indian Knowledge Systems. The course will foster critical thinking, analytical and interpretative skills, interdisciplinary understanding, and appreciation of both global and indigenous knowledge traditions, thereby supporting the holistic, multidisciplinary, and value-based educational vision of NEP 2020.

Text: Critique of Pure Reason: Immanuel Kant (Preface to Transcendental Aesthetics)

Suggested Readings:

- Smith, N.K.: A Commentary to Kant's Critique of Pure Reason, Macmillan and Co.
- Paton, H.J.: Kant's Metaphysic of Experience (Vol-I&II), George Allen & Unwin Ltd.

Das, R., Kanter Dasrshan, Paschimbanga Rajya Pustak Parshat, Kolkata.

MAJOR ELECTIVES Course Elective (2 DSE course)
(Anyone Group to be chosen)

Group-I

(*Nyāya-Vaiśeṣika*)

COURSE TITLE: *PRĀCĪNA NYĀYA* (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

COURSE OUTCOME:

Text: Udayana: Nyāyakusumāñjali (1st stavaka) (60 Hours)

Group-II

(*Vedānta*)

COURSE TITLE: METAPHYSICS (*ADVAITA DVAITA, DVAITĀDVAITA AND SUDDHĀDVAITA*) (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

COURSE OUTCOME:

Texts :

Bādarāyana: *Brahmasūtra* with *Śāṅkarabhāṣya* (*Adhyāśabhaṣya* and *Catuhṣūtrī*) (60 Hours)

Bādarāyana: *Brahmasūtra* with *Vedāntapārijātasaurabha* (Selected Portion) (20 Hours)

Bādarāyana : *Brahmasūtra* with *Purṇaprajñābhāṣya* (Selected Portion) (20 Hours)

Bādarāyana : *Brahmasūtra* with *Anubhāṣya* (Selected Portion) (20 Hours)

References:

Group-III

(*Applied Ethics*)

COURSE TITLE: ETHICS: (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

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COURSE OUTCOME:

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Suggested Readings:

COURSE TITLE: SOCIO-POLITICAL ETHICS: (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH

i) Equality and its Applications: The Meaning and Basis of Equality, Equality and Genetic Diversity, Racism and Equality, Casteism and Equality, Affirmative Action, Equality and Disability **(27 Hours)**

(ii) Ethics of Terror and War (12 Hours)

(iii) Feminist Ethics (11 Hours)

(iv) Media Ethics: Definition, Concerns, Freedom and Responsibility, Quality, Neutrality and Objectivity **(10 Hours)**

AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

This course will explore some of the ethical issues that are intricately intertwined with socio-political issues. The notion of equality will be examined in some details. The way genetic diversity, racism, casteism, affirmative action, and disabilities get connected with the issue of equality will be explored in this course. We live in a world where terror and war are rampant. This course will examine some of the philosophical issues regarding these issues as well.

COURSE OUTCOME:

Philosophy is not only the study of pure intellectual phenomena but also the study of life that is why our existence. At the same time, our existence cannot be defined without considering the socio-political, the natural-scientific, the artistic, the religious, and even the ordinary man's world-view. This course will help us to understand the surrounding world and man's place in it.

Suggested Readings:

- Peter Singer: *Practical Ethics* (Chapter-2), Cambridge University Press, 2000
- B.R. Ambedkar: “Annihilation of Caste”, *The Essential Writings of B.R. Ambedkar* (ed. V. Rodrigues), Oxford Univ. Press
- Haig Khatchadourian: “Terrorism and Morality”, *Applied Philosophy: Morals and Metaphysics in Contemporary Debates* (eds. Brenda Almond & Donald Hill), Routledge, 1992
- Judith Wagner De Cew: ‘Codes of Warfare’, *Encyclopaedia of Applied Ethics* (ed. Ruth Chadwick et., al.), Academic Press, 1998, Vol. IV
- Rosemarie Tong: “Feminist Ethics”, *Encyclopaedia of Applied Ethics* (ed. Ruth Chadwick et al), Academic Press, 1998, Vol. II and *Stanford Encyclopaedia of Philosophy* (internet edition) @ <http://plato.stanford.edu/entries/feminism-ethics>

- Joan Tronto: “An Ethic of Care”, *Feminist Theory: A Philosophical Anthology*, Blackwell, 2007
- Judith Lichtenberg: “Media Ethics”, *A Companion to Applied Ethics* (eds. R.G. Frey & C.H. Wellman), Blackwell
- Andrew Belsey and Ruth Chadwick (eds.) *Ethical Issues in Journalism and the Media*, Routledge, 1992

Group-IV
(Western Logic)

COURSE TITLE: SET THEORY & PHILOSOPHY OF LOGIC (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

Both logic and set theory are important tools for thinking systematically. Therefore, they are of utmost importance to do philosophy. However, there are philosophical issues regarding these tools themselves. We will try to investigate those issues.

COURSE OUTCOME:

This course helps the students to learn important topics in set theory. It also examines some of the philosophical issues in logic.

- **Set Theory (Marks: 35)**
- Basic Notions of Set Theory **(4 Hours)**
- Basic Operations on Sets **(6 Hours)**
- Relations; Binary, n-ary **(20 Hours)**
- Functions **(10 Hours)**
- **Philosophy of Logic (Marks: 15)**

Existence and Predication **(20 Hours)** P. Suppes: *Introduction to Logic*, East-West Press, 2010

I. Kant, *Critique of Pure Reason*, tr. N. K. Smith, Macmillan, 1963

G. Frege, *The Foundations of Arithmetic*, (tr.) by J. L. Austin, Blackwell, Oxford, 1953

P.F. Strawson (ed.) *Philosophical Logic*, Oxford University Press, 1977

Suggested Readings:

COURSE TITLE: NON-DEDUCTIVE LOGIC (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

This course helps the students to learn some of the topics in the non-deductive logic.

COURSE OUTCOME:

This course will prepare students to understand the logical issues more clearly so that they can engage in it more meaningfully.

- i The problem of Induction **(5 Hours)**
- ii Hypothesis **(6 Hours)**
- iii The Nature of Evidence-statements **(6 Hours)**
- iv Eliminative Induction **(12 Hours)**
- v Justification of Induction **(6 Hours)**
- vi Causation as Regular Succession **(12 Hours)**

Counterfactuals and Dispositions **(13 Hours)** S. F. Barker: *Induction and Hypothesis*, Cornell University Press

R. B. Braithwaite: *Scientific Explanation*, Harper and Brothers

Arther Pap: *An Introduction to the Philosophy of Science*, Eyre, and Spottiswoode

Suggested Readings:

Group-V

(Sāṃkhya-Yoga)

COURSE TITLE: CLASSICAL SĀṂKHYA-I (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (TOTAL 40 Marks)

COURSE OBJECTIVES:

Sāṃkhya school of thought can be considered as one of the major classical school of thought in Indian philosophy. The aim of this course is to discuss some of the most important Philosophical issues in classical Sāṃkhya.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Īśvarakṛṣṇa: *Sāṃkhya kārikā* with *Sāṃkhyatattvakumudī* of Vācaspati Miśra (Excluding *kārikā* - 1-3 and 9-22) **(60 Hours)**

COURSE TITLE: CLASSICAL SĀṂKHYA –II (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

The aim of this course is to continue the discussions on classical *Sāṃkhya* that discussed in the course MAPHIL303S. This course will investigate issues in further width and depth.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Īśvarakṛṣṇa: *Sāṃkhyakārikā* with *Yuktidīpikā* (Selections from *kārikā*-1 to *kārikā*-22) **(60 Hours)**

A. Metaphysical Issues (Marks: 35)

Group-VI (Philosophy of Mind)

**COURSE TITLE: PHILOSOPHY OF MIND I: METAPHYSICS AND EPISTEMOLOGY
(Marks: 50)**

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

The course provides the details of the important topics in the philosophy of mind. It attempts to show the complexity of the notion of mind.

COURSE OUTCOME:

This course helps the students to learn how to argue within this philosophical school of thought.

- i History and development of the mind-body problem **(5 Hours)**
- ii Dualism and varieties **(7 Hours)**
- iii Behaviourism and varieties **(7 Hours)**
- iv Identity theory and varieties **(7 Hours)**
- v Functionalism and varieties **(7 Hours)**
- vi Eliminative Materialism **(7 Hours)**
- vii Anomalous Monism **(7 Hours)**

B. Epistemological Issues (Marks-15)

i Self and its knowledge **(6 Hours)**

ii Internalism externalism debate in Philosophy of Mind **(7 Hours)**

Guttenplan, Samuel. 1996. *A Companion to the Philosophy of Mind*, Wiley-Blackwell.

Braddon-Mitchell, David and Jackson, Frank. 2006. *Philosophy of Mind and Cognition. 2nd Edition*. Wiley-Blackwell.

Jaworski, William. 2011. *Philosophy of Mind: A Comprehensive Introduction*. Wiley-Blackwell.

Putnam, H., "Meaning and Reference" in A.W. Moore (ed.), *Meaning and Reference*, OUP, Oxford, 1991.

Burge, T., "Individualism and the Mental" in French, Uehling, Wettstein (eds.), *Midwest Studies in Philosophy* 4, 1979.

Donald Davidson, "Knowing One's Own Mind", in Qassim Cassam (ed.), *Self-Knowledge*, OUP, Oxford, 1994.

Qassim Cassam (ed.), *Self-Knowledge*, OUP, Oxford, 1994. (Select Portions)Wright, Smith, and Macdonald (eds.) *Knowing One's Own Mind*, OUP, Oxford, 1998(Select portions)

John R. Searle, *Mind: A Brief Introduction*, Oxford University Press, Oxford, 2004.

Peter Carruthers, *The Nature of the Mind: An Introduction*, Routledge, UK, 2004.

E. J. Lowe, *An Introduction to the Philosophy of Mind*, CUP, Cambridge, 2000.

Ian Ravenscroft, *Philosophy of Mind: A Beginner's Guide*, OUP, Oxford, 2005.

Brain Beakley and Peter Ludlow (eds.), *The Philosophy of Mind: Classical Problems/Contemporary Issues*, MIT, Mass, Cambridge, 1994.

Jaegwon Kim, *Philosophy of Mind (Dimensions of Philosophy)*, Westview Press, 2005.

K. T. Maslin, *An Introduction to the Philosophy of Mind*, Polity, Cambridge, 2001.

Meditations on First Philosophy (excerpts from the Second and the Sixth Meditation)- John Cottingham (ed), 1996, UK, Cambridge University Press

Descartes Myth (excerpts)- Gilbert Ryle in *Concept of Mind*, 2009, London, Routledge

Matter and Consciousness (Chapter 2 & 3, Revised edition)-Paul Churchland, 2001, USA, MIT Press

Tim Crane *The Mechanical Mind*(Chapter 3, 2nd edition)-, 2003, London, Routledge

Suggested Readings:

COURSE TITLE: PHILOSOPHY OF MIND II: CONSCIOUSNESS (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

Consciousness is a feature that is central to human being. It is consciousness that helps us to have any access to the world. Philosophical puzzles regarding consciousness are widely discussed in

contemporary philosophy. This course discusses some of the intriguing issues regarding consciousness.

COURSE OUTCOME:

This course helps the students to learn how to argue within this western philosophical school of thought.

- i Introducing the problem of consciousness **(5 Hours)**
- ii Nature of consciousness **(15 Hours)**
- iii Concept of consciousness **(15 Hours)**

Nature of Qualia: Knowledge argument, Explanatory argument, Modal argument Refutation of Qualia **(25 Hours)** *The Conscious Mind* (Introduction) – D. Chalmers, 1996, OUP

Concept of Consciousness in *Consciousness, Function and Representation*-Ned Block, 2007, USA, MIT Press

Consciousness: An Introduction- Susan Blackmore, 2004,OUP

Can We Solve the Mind-Body Problem? Colin McGinn in *Philosophy of Mind*-T. O'Connor & D. Robb, 2003,London, Routledge

What It Is Like To Be A Bat? - Thomas Nagel in *The Nature of Mind*, D. M. Rosenthal (ed), 2001, OUP.

Consciousness and Its Place in Nature – D. J. Chalmers in *Blackwell Guide to the Philosophy of Mind*, Stich and Warfield (eds.) 2003, Blackwell.

Quining Qualia-D. C. Dennett in *Consciousness in Modern Science*, A. Marcel and E. Bisiach (eds.), 1988, OUP.

Epiphenomenal Qualia- F. Jackson (for knowledge argument) in *Philosophical Quarterly*32, 1982.

Materialism and Qualia: The Explanatory Gap-J. Levine (for explanatory argument) in *Pacific Philosophical Quarterly*64, 1983.

Naming and Necessity (excerpts)- S. A. Kripke (for modal argument), 1981,Wiley-Blackwell.

Suggested Readings:

(i) Introduction **(10 Hours)**

(ii) Four main *Sangītis* **(5 Hours)**

(iii) Development of Buddhism in India **(7 Hours)**

(iv) The spread of Buddhism to Sri Lanka **(5 Hours)**

(v) The spread of Buddhism to Korea and other Southern countries of Asia **(10 Hours)**

(vi) Chinese Buddhism **(8 Hours)**

(vii) Zen Buddhism **(5 Hours)**

(viii) Tibetan Buddhism **(5 Hours)**

(ix) Tantric Buddhism **(5 Hours)**

**Group-VII
(Buddhism)**

**COURSE TITLE: BUDDHISM I: THE DEVELOPMENT OF BUDDHIST
PHILOSOPHICAL THOUGHTS IN INDIA AND ABROAD (Marks: 50)**

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

The aim of this course is to critically examine some of the important issues in Buddhist Philosophy. In the process of doing it, it will explore the way in which it is developed in India, as well as various other parts of the world.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Suggested Readings:

- N. Dutt, *Early Monastic Buddhism* Firma KLM Pvt. Ltd. Calcutta,
- N. Dutt, *Early History of the spread of Buddhism and the Buddhist Schools*, Dev Publishers & Distributors. New Delhi

- N. Dutt, *Mahāyāna Buddhism*, Bharatiya Kala Prakashan, 2003 S. Dutt, *Buddhism in East Asia: An Outline of Buddhism in the History and Culture of the Peoples of East Asia*, Books for All, 2004
 - D.T. Suzuki, *Manual of Zen Buddhism*, Create Space Independent Publishing Platform, 2010
- Manikuntala De Halder, *History of Buddhism*, Firma KLM, 1989
- Four Noble Truths
- Concept of Suffering
- Concept of Momentariness
- Concept of *Nairātmya*
- Concept of *śūnya*
- Concept of *Nirvāṇa*

COURSE TITLE: BUDDHISM II: BUDDHIST METAPHYSICS (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

The aim of this course is to explore the important metaphysical issues in Buddhism. The course requires the students to critically engage with original texts in Buddhism.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Group –A : (30 Marks) (30 Hours)

Group – B : (20 Marks) (30 Hours)

i Special texts – *Vijñaptimātratāsiddhi* of Vasubandhu (Selected Portion)

Suggested Readings:

- Ashoke Chatterjee, *Yogacāra Idealism*
- Katsura, S. and Siderites, M. *Mulamadhyamakakārikā*
- Garfield, J, *Fundamental Wisdom*

Plato: conception of Ideal State and Justice **(15 Hours)**

Aristotle: Form of Government **(15 Hours)**

Hobbes: Theory of state, sovereignty **(15 Hours)**

Rousseau: Origin of Inequality, Theory of State, Sovereignty **(15 Hours)**

Group-VIII
(Social and Political Philosophy)

COURSE TITLE: WESTERN SOCIAL AND POLITICAL THOUGHT – I (50 Marks)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

This course discusses some of the important issues in the classical social and political philosophy in the western tradition. Thoughts of Plato, Aristotle, Hobbes, and Rousseau will be discussed in the course.

COURSE OUTCOME:

This course helps the students to learn how to argue within this philosophical school of thought.

Suggested Readings:

- Plato, *Republic*
- Aristotle, *Politics*
- Hobbes, *Leviathan*
- Rousseau, *Social contract*
- Rousseau- ‘A Dissertation on the Origin and Foundation of The Inequality of Mankind and is it
- J. Plamenatz – *Man and Society* (vol. I), The Academy of Political Science, 1965

COURSE TITLE: WESTERN SOCIAL AND POLITICAL THOUGHT – II (50 Marks)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

This course discusses some of the important issues in the modern social and political philosophy in the western tradition. The course covers issues discussed by various thinkers such as Hegel, Marx, Nozick, Habermas, and Nussbaum.

COURSE OUTCOME:

This course helps the students to learn how to argue within this classical philosophical school of thought.

Hegel: Monism; Geist; Private Morality; Public Morality; State **(18 Hours)**

Marx: Critique of Hegel's Idealism; Historical Materialism; Bourgeois &

Robert Nozick: Relation between Individual & Society **(5 Hours)**

Habermas: Democracy; Rational Discourse **(10 Hours)**

Martha Nussbaum: Feminist Critique of Liberalism **(5 Hours)**

Proletariat; Background and Laws of Materialist Dialectics; Surplus Value **(22 Hours)**

Suggested Readings:

- David McLellan, *The Thought of Karl Marx: An Introduction*, The Macmillan Press Ltd., London, 1980.
- Zoya Berbeshkina, Lyudmila Yakov Eva, Dmitry Zerkin, *What is Historical Materialism?*, Progress Publishers, Moscow, 1987
- K. Marx & F. Engels, *Communist Manifesto*, with explanatory notes by David Riazonov, National Book Agency Pvt. Ltd. Kolkata, 2011
- Hegel, *Philosophy of Right*,
- J Habermas, *The Philosophical Discourse of Modernity*, trans, F. Lawrence, Cambridge: MIT Press. 1987
- J Habermas, *Knowledge and Human Interest*, trans, J Shapiro, Boston: Beacon Press. 1971
- R. Nozick, *Anarchy, State and Autopen*, Oxford, Basil Blackwell. 1974

- M. Nussbaum, “The Feminist Critique of Liberalism” in *Political Philosophy: The Essential Text*, ed. Steven M Cahn, Oxford University Press, New York, 2005

Semester-II

Course: Padarthadharmsamgraha (DSC)

Course: Republic (DSC)

Course: Course Elective (DSE)

Course: Course Elective (DSE)

Course: Course Interdisciplinary Course (GE) -For students of disciplines other than
Philosophy Major

Non-Credit Course: skill Based/ / application oriented / Field work : **Comparative
Philosophy and IKS**

Course: Non-Credit Course skill Based/ field work/ Hands- on (Non Credit Course equivalent to 2 Credits)

ELECTIVE INTERDISCIPLINARY

COURSE TITLE: ETHICAL, MORAL DILEMMA AND LOGICAL PARADOX (50 Marks)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

COURSE OBJECTIVES:

This course aimed to focus on the interdisciplinarity perspectives of philosophy. The aim of this paper is to highlight the ethical and moral dilemmas and logical paradoxes. From an academic point of view, these dilemmas and paradoxes are thought-provoking. On the other hand, In our ordinary day to day life, we do face ethical or moral dilemmas and sometimes we feel suffocated inside the paradoxical situations. Those dilemmas and paradoxical situations are puzzling us. Instead of wondering over those puzzles, philosophical insights may help us to tackle those situations more efficiently.

COURSE OUTCOME: This course will assist the students to understand and resolve those dilemmas more competently.

Ethical and Moral Dilemma (25 Marks):

Double Bind, Trolley Problem, Fairness Dilemma, Dilemma regarding Abortion, Suicide, Euthanasia **(30 hours)**

Logical Paradox (25 Marks):

Reven Paradox, Xeno's Paradox, Meno's Paradox, Moore's Paradox, liar paradox, Sorites paradox **(30 hours) 42**

Suggested Readings:

- P. Singer: Applied Ethics, Oxford University Press.
- Havil and William A, Prince Herald Y.L., Mc. Bride Bunny, Walrath Dana: 'Cultural Anthropology: The Human Challenge', 2011
- Gerstmann, Evan: 'Same-Sex Marriage and the Constitution', Cambridge University Press, 2004.
- Philipp Foot: 'The Problem of Abortion and the Doctrine of Double Effect', 1967
- David Bunin: 'A Defense of Abortion', Cambridge Studies in Philosophy & Public Policy, Boulder, University of Colorado, 2003
- Lee, Patrick: 'Pro-life Argument Form of Substantial Identity: A Defense', Bio-ethics, June 2004
- Rodger E Meiners: 'A Victim Compensation', Lexington Books, 1978
- Norman L. Gaisler: 'Christian Ethics: Options & Issues', Baker Academic, 1989 • Moral Dilemmas: And Other Topics in Moral Philosophy, Philippa Foot, Clarendon Press, 2002
- J. L. Mackie Edited. 'Truth, Probability and Paradox', Clarendon Press OUP
- R.L. Martin Edited. 'Recent Essays on Truth and the Liar Paradox', Clarendon Press, 1984
- W.V. Quine: 'The Ways of Paradox and Other Essays'
- W.C. Solomon Edited. 'Xeno's Paradox', Bobbs-Merrills Publishing, 1970
- Tim Maudlin: 'Truth & Paradox', Clarendon Press, OUP

Semester-III

Course: Vedantaparibhasa (DSC)

Course: Western Logic (DSC)

Course: Research Methodology

Course: Research thesis/ Project/Patent

Semester-IV

(DSC) CORE COURSES

COURSE TITLE: Contemporary Indian & Western Thought (Marks: 50)

COURSE CODE:

CREDIT: 4

MODE OF EVALUATION: CONTINUOUS EVALUATION WILL COMPRISE INTERNAL ASSESSMENT AND END SEMESTER EXAMINATION

PATTERN OF EVALUATION IN END SEMESTER EXAMINATION: AMONG FOUR NEED TO ANSWER TWO EASY TYPES QUESTIONS CONTAINING 12 MARKS EACH AND AMONG EIGHT NEED TO ANSWER FOUR SHORT NOTE CONTAINING 4 MARKS EACH (Total 40 Marks)

Course: Philosophy of Language (Indian and Western) (DSC)

Unit-I INDIAN

- i **The Problem of Meaning:** *abhidhā*; classes of words; import of words: *ākṛtīvada-vyaktivāda*; *jativāda-jātyākṛtivyaktivāda*; *jātiviśiṣṭavyaktivāda*; *apohavāda*. **(15 Hours)**
- ii Nature of *pada* **(3 Hours)**
- iii ***Sphoṭa*:** Patanjali, Bhartṛhari, and others; arguments against *sphoṭa* **(12 Hours)**
- iv Sābdabodha (5 Hours)
- v Conditions for knowing sentence-meaning; *ākāṃkṣa*, *yogyatā*, *sannidhi*, *tātparyajñāna*; comprehension of sentence-meaning: *anvitābhidhānavāda* and *abvhitānvayavāda*. **(15 Hours)**
- vi ***Lakṣaṇā*:** nature and classification; *vyājanā*; the theory of *dhvaṇi*. **(10 Hours)**

Suggested Readings:

- Bhartrihari, *Vakyapadiyam (Brahmakanda)*, ed. & trans. by Bishnupada Bhattacharya, pub. Rajya Pustak Parshat, WB
- Visvanatha: *Bhāṣāparicchedah*(selections), ed. by Panchanan Shastri
- P. Palit, *Basic Principles of Indian Philosophy of Language*, CAS Publication, Dept of Philosophy, Jadavpur University in coll. With Munshiram Manoharlal Publishers, N. Delhi, 2005
- M. Chattopadhyay: *Ratnakîrti on Apoha*, CAS Publication, Dept of Philosophy, Jadavpur University in coll. With Mahabodhi Book Agency, Kolkata, 2010
- GangadharKar: *Sabdārtha-sambandha-samīkṣā*, pub. By Mahabodhi Book Agency, Kolkata, 2015
- K. N. Chatterjee, *Word, and It's Meaning- A New Perspective*, Varanasi, 1980
- Gaurinath Sastri, *The Philosophy of Word and Meaning*, Calcutta, 1959
- Gaurinath Sastri, *A Study in the Dialectics of Sphoṭa*, Delhi, 1980
- K. Kunjunni Raja, *Indian Theories of Meaning*, Adyar, 1977
- K. A. Subramaniya Iyer, *Bhartrhari*, Poona, 1969
- Tandra Patnaik, *Sabda: A Study of Bhartrhari's Philosophy of Language*, Delhi, 1994
- Hari Mohan Jha, *Trends of Linguistic Analysis in Indian Philosophy*, Varanasi, 1981
- P. K. Mazumdar, *The Philosophy of Language: An Indian Approach*, Calcutta, 1976
- Mandana Misra, *Sphotasiddhi* Any Standard Edition
- Bhartrhari, *Ākhyapadcyam* (selections), Any Standard Edition
- Visvanatha, *Bhāṣāparicchedah* (selections), Any Standard Edition
- P. K. Mukhopadhyay, *The Nyaya Theory of Linguistic Performance*, Jadavpur University, & K.P Bagchi, Calcutta, 1992
- M. Chattopadhyay, *Ratnakîrti on Apoha*, Mahabodhi Book Agency, Kolkata, 2001
- Sarvajnatmamuni, *Samkṣepasārīrakam*, Any Standard Edition
- S. R. Saha, *Meaning, Truth, and Predication*, Jadavpur University, Calcutta in collaboration with
- M. Siderits, *Indian Philosophy of Language*, Kluwer Academic Publishers, Netherlands, 1991
- Bishnupada Bhattacharya, *Vākyapadiya (Brahmakanda)*, Paschimbanga Rajya Pustak Parishad, Kolkata, (in Bengali)

Course: Dissertation

Course: Skill-Based Courses (Non-Credit) (Non Credit Course equivalent to 2 Credits)